

## Utah Special Education Program Improvement Planning System (UPIPS)

District Name: \_\_\_\_\_ Director of Special Education: \_\_\_\_\_

District TA: \_\_\_\_\_ Timeline for Completion June 30, 2006

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<b>AREA I. General Supervision</b>
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**GS. Goal 1: Free Appropriate Public Education is available to all students in the district because the school district's monitoring system, other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop corrective action plans and activities.**

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
1 VI.A.	<b>FORMS.</b> Forms have been reviewed for minimum legal compliance with State Rules and approved by USOE.	-Off-site analysis by USOE	Date forms approved by Compliance Officer:		
2 VII.A.	<b>POLICIES AND PROCEDURES.</b> LEA has approved P/P, consistent with USOE Special Education Rules, and assurance that all children with disabilities residing in the school district are located, evaluated, identified, and provided FAPE.	-Off-site analysis by USOE	USOE TA approval date:		
3 II.A.	<b>CHILD FIND ACTIVITIES.</b> LEA implements and coordinates Child Find, including: a. students suspected of being a SWD even though they are advancing from grade to grade b. highly mobile students with disabilities, including those who are homeless/migrant c. students enrolled in private schools by parents d. students in private residential settings	-Off-site analysis by USOE	All Child Find activities implemented?  <input type="checkbox"/> Yes <input type="checkbox"/> No  USOE TA approval date:	<input type="checkbox"/> Strength <input type="checkbox"/> Meets Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
4  VI.Q.	<b>FEDERAL IDEA AND STATE SPECIAL EDUCATION MONIES.</b> LEA uses funds in accordance with USOE Special Education Rules.	-Annual Audit Report	Annual financial report has no audit exceptions in special education.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Non-Compliant	
5  II.D.  VII.I.	<b>EVALUATION MATERIALS.</b> LEA uses appropriate evaluation materials administered by appropriately trained personnel including: a. standardized evaluation instruments b. native language or other modes of communication c. parental input materials d. LEP/ELL assessment e. observation or CBA	-Off-site analysis by USOE	Are appropriate materials available?  <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  <input type="checkbox"/> Strength <input type="checkbox"/> Meets Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Non-Compliant	
6  VII.D.  VII.E. VII.I.  VI.H.  Appendix A	<b>QUALIFIED PERSONNEL.</b> LEA has appropriately and adequately trained personnel necessary to carry out Part B of IDEA including: a. appropriate administrative staff for coordination and supervision of special education programs b. diagnostic and assessment personnel including designated psychological examiners (if any) c. sufficient numbers of qualified teachers and related service providers to meet identified needs of SWD d. paraeducators used appropriately to assist in the provision of special education services (Job description, properly trained & supervised).	-Administrative assignments -Administrative interview -Off-site data analysis by USOE -CACTUS -Job description -Interview	Are appropriate and adequately trained personnel available?  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  <input type="checkbox"/> Strength <input type="checkbox"/> Meets Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
7  VII.G.	<b>CASELOADS.</b> LEA oversees caseload of each special educator and adheres to maximum limits.	-Administrative interview -Class lists	Are case load limits with maximum allowable limits?  <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
8  IV.W.	<b>CONFIDENTIALITY.</b> LEA has safeguards in place to protect the confidentiality of personally identifiable information during its collection, storage, disclosure, and destruction including a record of all parties obtaining access to educational records for a student.	-Policy and Procedures Manual -Authorized Access List -Record of Access	Are safeguards in place?  <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
9 IV.G. IV.J. IV.O.	<b>COMPLAINT &amp; DUE PROCESS DECISIONS.</b> Corrective actions specified as the result of formal complaint investigation, mediation, and due process hearing are appropriately implemented by the LEA within the required time limits.	-District data -USOE data		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
10  II.B.	<b>REG ED INTERVENTIONS.</b> LEA has a system for managing regular education interventions prior to referral for special education evaluation.	-Interview -Forms -Record review -P/P manual	Interview data:  Record review data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
11  II.C.	<b>REFERRAL PROCESS.</b> LEA has procedures for making a referral for individual evaluation.	-P/P Manual -Forms -Interview -Record review	Interview data:  Record review data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
12  Appendix F II.A.	<b>LRBI COMMITTEE.</b> LEA has a local LRBI Committee that monitors the use of Level 3 and 4 interventions by IEP teams.	-List of committee members -Reports from IEP teams -Lower level interventions used -Emergency Contact Forms on file	Documentation provided of LRBI committee functioning. <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

**GS. Goal 2: All members of the IEP team have access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA 2004.**

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
13  VII.C.	<b>CSPD NEEDS ASSESSMENT.</b> LEA has system to determine personnel development & training needed to support improved educational outcomes for SWD.	-Surveys -Interview -District/Sp. Ed. Mission	Method for determining PD activities.	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
14  VII.C.	<b>UTILIZATION OF STATE CSPD ACTIVITIES.</b> LEA uses, as appropriate, State CSPD to train staff to meet needs of students with disabilities.	-Training log from UPDC -Training log from local sources -Interviews	Training data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
15  Utah Code	<b>INDUCTION SUPPORT.</b> All new special education teachers and related service providers (0-3 years of service) receive induction support through CSPD efforts.	-Surveys -District logs -SIG grants		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
16  VII.C. VI.G.	<b>IDEA PROCESSES &amp; REQUIREMENTS.</b> IEP team members understand the procedural safeguards in special education.	-Interview	Interview data:  Record review:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

## II. Parent Involvement

**PI. Goal 1: Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system of parent and child protections.**

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
17  IV.E.	<b>PROCEDURAL SAFEGUARDS NOTICE.</b> LEA uses approved notice.	-Off-site analysis by USOE	Date Procedural Safeguards Notice approved by Compliance Officer:	Analysis: [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
18  IV.E.	<b>PROCEDURAL SAFEGUARDS.</b> Procedural Safeguards notices are given to parents yearly as required by IDEA and State Rules, & upon initial referral/parent request for evaluation, upon receipt of state complaint, upon parent request.	-Record review -Interview	Record review data  Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
19  III.G.	<b>NOTICE OF MEETING.</b> Parents are given opportunities to participate in meetings with respect to the evaluation, identification, and provision of FAPE (including transition as appropriate) and educational placement of their student. Notice contains required elements.	-Record review -Interview -Parent focus group -Parent surveys	Record review data  Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
20  IV.D.	<b>PRIOR WRITTEN NOTICE.</b> LEA provides written notice to parents of a SWD a reasonable time before the school proposes or refuses to initiate or change the evaluation, identification, FAPE or placement of the student (including graduation).	-Record review -Interview	Record review data  Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
21  II.F.	<b>COPIES.</b> Parents are provided copies of the Evaluation Report, Documentation of Determination of Eligibility, and the IEP; and of other documents in which Prior Written Notice is embedded.	-Record review -Interview	Record review data   Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
22  IV.F.	<b>PARENTAL CONSENT.</b> Written parental consent is obtained prior to: a. conducting an initial evaluation or administering additional tests for reevaluation b. initial placement for provision of sp ed and related services c. placement related to a temporary diagnostic IEP	-Record review -Interview	Record review data   Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
23  III.I.7.	<b>PROGRESS REPORTS TO PARENTS.</b> The IEP includes a statement of how the student's progress towards annual goals will be measured and when periodic reports on progress will be provided.	-Record review -Interview	Record review data   Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
24  IV.V.	<b>MAJORITY RIGHTS.</b> Not later than one year before the student's 18 <sup>th</sup> birthday, the IEP must document that the student and parent have been informed of the rights that will transfer to the student upon reaching the age of majority.	-Record review -Interview -Student focus group	Record review data   Interview data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	



Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
25  VI.G.	<b>PARENT TRAINING.</b> Families receive training in their rights and responsibilities within IDEA and the IEP process.	-Interview -Training logs -Parent focus group -Parent surveys	Interview data  Training data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
26  III.F. IV.D.	<b>UNDERSTANDABLE COMMUNICATION.</b> Information is provided to families in a variety of languages, formats and locations. Parent understands the proceedings.	-Interview -Samples of forms -Record review	Interview data  Examples provided  Training data	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

**PI. Goal 2: Programs and services for students with disabilities improve because parents are actively involved in program improvement activities.**

Indicator/ Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
27 300.650  UPIPS Manual	<b>PARENT PARTICIPATION.</b> Parents participate in stakeholder activities (i.e., local self-assessment committees, advisory panels, and steering committees) to improve results for SWD.	Attendance rosters  Committee membership		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

### III. Free Appropriate Public Education in the Least Restrictive Environment

**FL. Goal 1: The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.**

Data Sources	Baseline Data	LEA Analysis	Action Needed	
			PIP Goal?	CAP?
⊗ See Table Below ⊗	Trends	Analysis: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		

Category	Prevalence		
	State Data December 1, 2003	Local Data December 1, 2003	National Data December 1, 2003
Autism			
Communication Disordered			
Deaf-Blindness			
Developmental Delay			
Emotionally Disturbance			
Hearing Impairment/Deafness			
Intellectual Disability			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment			
Specific Learning Disabilities			
Traumatic Brain Injury			
Visual Impairment			
<b>Total Students with Disabilities</b>			

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
29  II.E.	<b>EVALUATION TIMELINES.</b> Timely evaluations & reevaluations are given by qualified staff.	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
30  II.E	<b>DETERMINATION OF NEEDED DATA FOR EVALUATION/ REEVALUATION.</b> Evaluation team, including parents, reviews existing eligibility data.	-Record review	Record review data:	Analysis:  [ ] Meets Requirements [ ] Non-Compliant	
31  II.D.	<b>EVALUATION PROCEDURES.</b> Variety of tools used, consider language & communication issues, motor issues in selecting assessments. Administered by trained personnel. All areas related to suspected disability assessed and identify all needs.	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
32  II.F.	<b>ELIGIBILITY DETERMINATION.</b> A group of qualified professionals, including parents, determine eligibility for special education services based upon categorical eligibility criteria, the effect of disability on educational performance and the need for special education and related services.	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
33  IV.C.	<b>INDEPENDENT EDUCATIONAL EVALUATION.</b> LEA has information available as to where an Independent Educational Evaluation may be obtained & criteria for evaluation.	-Off-site data -P/P manual	Information available from LEA.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Analysis:  [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

**FL. Goal 2: All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.**

Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
<b>GRADUATION RATE.</b> LEA high school graduation rate for students with disabilities is comparable to graduation rate for non-disabled students.	☼See Table Below☼		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

#### Graduation Rates

	State Data 2002-2003	Local Data 2002-2003	National Data 2002-2003
General Education Students			
Special Education Students			

<b>DROP OUT RATE.</b> LEA dropout rate for students with disabilities is comparable to dropout rate for non-disabled students.	☼See Table Below☼		Analysis:  Performance: [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
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#### Dropout Rates

	State Data 2002-2003	Local Data 2002-2003	National Data 2002-2003
General Education Students			
Special Education Students			

Indicator Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
36    III.R.	<b>LRE/PLACEMENT.</b> Students is placed in neighborhood school & not removed from general education classrooms solely due to needed modifications in general curriculum. Educational placement is reviewed annually.	-Record review -Interview	Record review data:   Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
37	<b>LRE/PLACEMENT.</b> The percentage of students with disabilities ages 3-21 served at each point of the continuum of placement options is comparable to state data.	⌘See Table Below⌘		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

### Placement/LRE of Preschool Students with Disabilities by Disability 3-5

[illegible]

**Placement/LRE of School Age Students with Disabilities by Disability ages 6-21**

December 1, 2003	0-60 Minutes of Special Education Service A		61-179 Minutes of Special Education Service B		≥180 Minutes of Special Education Service C		Homebound- Hospital D		Separate facility E	
	State	Local	State	Local	State	Local	State	Local	State	Local
<b>Category</b>										
Autism										
Communication Disordered										
Deaf-Blindness										
Developmental Delay										
Emotionally Disturbance										
Hearing Impairment/Deafness										
Intellectual Disability										
Multiple Disabilities										
Orthopedic Impairment										
Other Health Impairment										
Specific Learning Disabilities										
Traumatic Brain Injury										
Visual Impairment										
<b>Total Students with Disabilities</b>										

	Indicator	Date Sources	Baseline Data	LEA Analysis	Action PIP? CAP?	
38	<b>SUSPENSION AND EXPULSION RATES.</b> Students with disabilities are removed from school at rates no higher than those for students without disabilities.	☼ See Table Below ☼		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement		
VI.J.						

**Suspension and Expulsion Rates**

	State Data 2002-2003	Local Data 2002-2003
General Education Students		
Special Education Students		

Indicator# Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
45  III.H. III.R.	<b>IEP TIMELINES.</b> The IEP Team develops and revises each student's IEP as necessary. a. IEP developed within 30 days of initial eligibility determination. b. IEP contains projected date for beginning of services. c. IEP reviewed not less than annually. d. Initial services begin ASAP following IEP development.	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
46  V.	<b>DISCIPLINE.</b> The LEA implements appropriate procedures for disciplining students with disabilities and has a system for keeping disciplinary records.	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
47  III.H. III.M.	<b>SPECIAL FACTORS.</b> The IEP Team considers the following factors when reviewing and revising the IEP as appropriate: a. behavioral strategies, including positive interventions for the student whose behavior impedes his/her learning or that of others. b. language needs for English Language Learners. (LEP) c. Braille instruction for the student who is blind or visually impaired. d. communication needs: (1) for all students, and (2) for students who are deaf or hard of hearing incl. language /communication methods/ modes with peers and staff. e. assistive technology devices/services for the	-Record review -Interview	Record review data:  Interview data:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

	student who without them would not benefit from special education f. extended school year services				
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**FL. Goal 3: Students with disabilities make continuous progress within the State system for educational accountability (U-PASS).**

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
48  VI.E.	<b>PARTICIPATION RATE.</b> Students with disabilities participate in state- and district-wide assessment programs, with appropriate accommodations & modifications as needed, at a rate comparable to state and national data.	⌘See Table Below⌘		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	
49  VI.D.	<b>PARTICIPATION RATE/ALTERNATE ASSESSMENT.</b> Students with disabilities participate in alternate assessments at a rate comparable to state and national data.	⌘See Table Below⌘	⌘See Table Below⌘	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	



Participation Rates for the U-PASS Core Assessments						
Assessment	Standard Administration		Administration with Accommodations		Alternate Assessment	
	State	District	State	District	State	District
Language Arts 3						
Language Arts 4						
Language Arts 5						
Language Arts 6						
Language Arts 7						
Language Arts 8						
Language Arts 10						
Mathematics 3						
Mathematics 4						
Mathematics 5						
Mathematics 6						
Mathematics 7						
Pre-Algebra						
Geometry						
Algebra II						
Applied Mathematics I						
Applied Mathematics II						

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis and Performance Level	Action PIP? CAP?
50  V.I.D.	<b>PERFORMANCE RESULTS.</b> Students with disabilities improve performance results at a rate that decreases any gap between students with disabilities and their non-disabled peers.	☼See Table Below☼	☼See Table Below☼	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

**Performance Results, in per cent of total test takers, on U-PASS Core Assessments (CRT and UAA) 2004-2005**

	4 (Substantial)			3 (Sufficient)			2 (Partial Mastery)			1 (Minimal Mastery)		
	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap	Gen Ed	Sp Ed	Gap
Language Arts 1												
Language Arts 2												
Language Arts 3												
Language Arts 4												
Language Arts 5												
Language Arts 6												
Language Arts 7												
Language Arts 8												
Language Arts 9												
Language Arts 10												
Language Arts 11												
Mathematics 1												
Mathematics 2												
Mathematics 3												
Mathematics 4												
Mathematics 5												
Mathematics 6												
Mathematics 7												
Pre-Algebra												
Geometry												
Algebra II												
Applied Math I												
Applied Math II												

**Performance Results, in per cent of total test takers, on UBSCT 2004-2005**

	Sp Ed				Gen Ed			
	Passed		Did Not Pass		Passed		Did Not Pass	
	State	LEA	State	LEA	State	LEA	State	LEA
10th Grade								
11 <sup>th</sup> Grade								
12 <sup>th</sup> Grade								

## IV. Transitions

**T. Goal 1: Children exiting Part C receive the services they need by their third birthday, when appropriate.**

Indicator# Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
51  III.Z.	<b>3-3 TRANSITION.</b> All children exiting Part C who are eligible for Part B services receive special education and related services through IEPs by their third birthday.	-Record review	Record review analysis	Analysis:  [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
52  III.Z.	<b>TRANSITION PLANNING.</b> A school district representative participates in transition planning meetings with Early Intervention provider. EI representative is invited to first IEP meeting upon parent request.	-Record review -Interview	Record review analysis	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

**T. Goal 2: All students with disabilities, beginning at age 16, or younger when appropriate, receive individualized, coordinated transition services, designed within an outcome-oriented process that promotes movement from school to post-school activities.**

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
53  III.I.	<b>TRANSITION, POST-SECONDARY.</b> Beginning not later than first IEP to be in effect at age 16, IEPs include appropriate measurable post-secondary goals based on age appropriate transition assessments related to: a. training	-Record review -Interview	Record review analysis:  Interview analysis:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

	b. education c. employment d. independent living skills (where appropriate)				
54  III.I.	<b>TRANSITION, POST-SECONDARY.</b> IEP contains transition services needed, including course of study, to reach those goals.	-Record review -Interview	Record review analysis:  Interview analysis:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	
55	<b>SUMMARY OF PERFORMANCE.</b> When the student graduates or ages out, the LEA provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.	-Record review -Interview	Record review analysis:  Interview analysis:	Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement [ ] Non-Compliant	

## V. Disproportionality

**D. Goal 1: Students are identified as eligible under IDEA following school district and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.**

Indicator Authority	Indicator	Data Sources	Baseline Data	LEA Analysis	Action Needed PIP? CAP?
56	<b>DISPROPORTIONALITY OF ETHNIC GROUPS.</b> The percentage of students with disabilities identified by race/ethnicity in each disability category is at a rate comparable to the demographic distribution in the LEA.	☼ See Table Below ☼		Analysis:  [ ] Strength [ ] Meets Requirements [ ] Needs Improvement	

Prevalence by Ethnicity Dec. 1, 2003	
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[illegible]